DOCUMENT RESUME

ED 415 198 SP 037 705

TITLE	Wisconsin's Model Academic Standards for Health Education.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
ISBN	ISBN-1-57337-054-1
PUB DATE	1997-00-00
NOTE	20p.; Photographs may not reproduce well.
AVAILABLE FROM	Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179; phone: 800-243-8782 (Bulletin No. 98031).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Communication Skills; *Comprehensive School Health Education; Critical Thinking; *Educational Quality; Elementary Secondary Education; *Health Education; Health Promotion; Problem Solving; Program Development; Public Education; State Boards of Education; *State Standards; *Student Educational Objectives
IDENTIFIERS	*Wisconsin

ABSTRACT

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The health education standards go beyond emphasizing mastery of individual student areas--they weave four essential characteristics of health-literate individuals throughout: critical thinking and problem solving; self-directed learning; effective communication; and responsible, productive citizenship. Seven focus areas with standards are: (1) understanding concepts related to personal health promotion and disease prevention; (2) practicing healthy behaviors; (3) demonstrating the ability to use goal setting and decision making skills to enhance health; (4) demonstrating the ability to access health information and services; (5) analyzing the impact of culture, media, technology, and other factors on health; (6) demonstrating the ability to use effective interpersonal communication skills to enhance health; and (7) demonstrating the ability to advocate for personal, family, school, and community health. In each area, content and performance standards are detailed for grades 4, 8, and 12. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 415 198

Health Education

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L Doyle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP034705

BEST COPY AVAILABLE

Wisconsin's Model Academic Standards for Health Education

Pauli Nikolay
Assistant State Superintendent
Division for Learning Support: Instructional Services

Susan Grady
Director
School Improvement Team

Thomas Stefonek
Director
Content and Learning Team

Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee WI 53293-0179
(800) 243-8782

Bulletin No. 98031

ISBN 1-57337-054-1

© 1997 by Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Printed on recycled paper.

Table of Contents

Foreword v

Acknowledgments vi

Introduction viii

Overview of Health Education 1

A: Health Promotion and Disease Prevention 2

B: Healthy Behaviors 2

C: Goal Setting and Decision Making 4

D: Information and Services 4

E: Culture, Media, and Technology 6

F: Communication 6

G: Advocacy 8

Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

Acknowledgments

Wisconsin's Model Academic Standards would not have been possible without the efforts of many people. Members of the task force freely gave their time and expertise in developing the academic standards. In addition, their employing agencies generously granted them time to work on this initiative. The task force members are

Nancy Blair
Chair of Graduate Education
Cardinal Stritch College
Milwaukee, WI

Dick Detert
Director of Graduate Studies in School Health
UW-La Crosse
La Crosse, WI

Suzy Frazier
Volunteer
American Cancer Society
Mequon, WI

Nancy Jelinek
Family & Consumer EducationTeacher
DeLong Middle School
Eau Claire, WI

Louise Lochner
Principal
Wequiock Elementary School
Green Bay, WI

Roger Puza
Health Education Teacher
La Crosse Central High School
La Crosse, WI

Nancy Larson
Director of Prevention
American Cancer Society,vi
Wisconsin Division
Pewaukee, WI

Margie Vanden Boogaard
School Counselor
Emmeline Cook Elementary School
Oshkosh, WI

Department of Public Instruction Staff

Chet Bradley
Health Education Consultant

Carol Dunn
Program Assistant

Special thanks to Greg Doyle, Director of the Education Information Services Team, Donna Collingwood, Gail Endres, Amy French, Robin Gee, Victoria Horn, and Jill Ness for their valuable contributions to this publication. Their talents and assistance are sincerely appreciated.

Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

— Content standards refer to *what* students should know and be able to do.

— Performance standards tell *how* students will show that they are meeting a standard.

— Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1) **Application of the Basics**

2) **Ability to Think**
   - — Problem solving
   - — Informed decision making
   - — Systems thinking
   - — Critical, creative, and analytical thinking
   - — Imagining places, times, and situations different from one's own
   - — Developing and testing a hypothesis
   - — Transferring learning to new situations

3) **Skill in Communication**
   - — Constructing and defending an argument
   - — Working effectively in groups
   - — Communicating plans and processes for reaching goals
   - — Receiving and acting on instructions, plans, and models
   - — Communicating with a variety of tools and skills

4) **Production of Quality Work**
   - — Acquiring and using information
   - — Creating quality products and performances
   - — Revising products and performances
   - — Developing and pursuing positive goals

5) **Connections with Community**
   - — Recognizing and acting on responsibilities as a citizen
   - — Preparing for work and lifelong learning
   - — Contributing to the aesthetic and cultural life of the community
   - — Seeing oneself and one's community within the state, nation, and world
   - — Contributing and adapting to scientific and technological change

Overview of Health Education

Why do we need state standards for health education? In this era of education reform, state standards for health education are critical to the healthy development of our children and youth. These standards can help improve student learning throughout the state by providing a foundation and framework for curriculum development, classroom instruction, and assessment of student performance. The standards also provide a guide for enhancing preservice professional preparation and continuing education of teachers responsible for health instruction in our schools.

The primary goals of the Wisconsin standards for health education are improved educational achievement for all students and improved health in Wisconsin. These standards describe for schools, parents, and communities what our students should know about health and what health instruction should enable them to do. While they are voluntary, the standards are aimed at improving the health knowledge and skills of our children and youth. Quality school health education helps prepare our students to become health literate and establishes the foundation for academic achievement and healthy, productive lives.

In developing these standards, the Health Education Task Force applied the following criteria for both the broad health education content standards and the more focused performance standards. Standards must be:

- **essential**—Is each content standard and performance standard essential for a student to become health literate and lead a high quality of life?

- **reasonable**—Is it reasonable to assume schools can design and implement a program that will enable students to become health literate and actually meet the content and performance standards developed?

- **clear and understandable**—Are both the content and performance standards clear and understandable to the general public and educators?

What does it mean to be health-literate? Health literacy is being well-educated about personal, family, and community health. This defines the desired result of the Wisconsin standards for health education and of quality school health instruction programs statewide. These standards were developed from the National Health Education Standards published in 1995. They were crafted by applying the characteristics of a well-educated, literate person within the context of health. Four characteristics were identified as essential to health literacy. Health-literate individuals are:

- **critical thinkers and problem solvers** when confronting health problems and issues

- **self-directed learners** who have the competence to use basic health information and services in health-enhancing ways

- **effective communicators** who organize and convey beliefs, ideas, and information about health issues

- **responsible and productive citizens** who help ensure their community is kept healthy, safe, and secure

These four essential characteristics of health-literate individuals are woven throughout the standards for health education.

HEALTH EDUCATION

A: Health Promotion and Disease Prevention

CONTENT STANDARD

Students in Wisconsin will understand concepts related to personal health promotion and disease prevention.

Rationale: Knowledge about the human body, prevention of diseases, and the relationship between behavior and health concerns is basic to health literacy. Students who understand the importance of making healthy living choices and practicing disease-prevention strategies establish a foundation for leading healthy and productive lives.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

A1: identify positive mental, emotional, social, and physical factors that influence health

A2: describe how family, school, and community environments influence personal health

A3: identify ways to be healthy during childhood

A4: explain how childhood diseases and injuries can be prevented or treated

A5: describe the basic structure and functions of the human body systems

HEALTH EDUCATION

B: Healthy Behaviors

CONTENT STANDARD

Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks.

Rationale: Practicing health-enhancing behaviors contributes to a positive quality of life. Research confirms that many diseases and injuries can be prevented by reducing harmful risk-taking behaviors. By accepting responsibility for personal health, students will have a foundation for living a healthy and productive life.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

B1: identify responsible health behaviors

B2: identify personal health needs

B3: compare the relative risk of various behaviors

B4: demonstrate strategies to improve or maintain personal health

B5: develop and practice injury prevention and management strategies for personal health

B6: demonstrate ways to avoid and reduce threatening situations

BY THE END OF GRADE 8 STUDENTS WILL:

A1: describe the interrelationship of mental, emotional, social, and physical health during adolescence

A2: analyze how environments and personal health are interrelated

A3: describe ways to enhance health and reduce risks during adolescence

A4: describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems

A5: explain how health is influenced by the interaction of body systems

A6: describe how family and peers influence the personal health of adolescents

A7: explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death

BY THE END OF GRADE 12 STUDENTS WILL:

A1: describe the interrelationships of mental, emotional, social, and physical health throughout adulthood

A2: analyze how the environment influences the health of the community

A3: describe how to enhance health and reduce risks throughout life

A4: analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields

A5: explain the impact of personal health behaviors on the functioning of body systems

A6: analyze how the family, peers, and community influence the health of individuals

A7: analyze how behavior can impact health maintenance and disease and injury prevention

A8: analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention

BY THE END OF GRADE 8 STUDENTS WILL:

B1: explain the importance of assuming responsibility for personal health behaviors

B2: analyze a personal health assessment to determine health strengths and risks

B3: distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe

B4: demonstrate strategies to improve and maintain personal and family health

B5: develop and practice injury prevention and management strategies for personal and family health

B6: demonstrate ways to avoid and reduce threatening situations

BY THE END OF GRADE 12 STUDENTS WILL:

B1: analyze the role of individual responsibility for enhancing health

B2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction

B3: analyze the short-term and long-term consequences of various behaviors

B4: demonstrate strategies to improve and maintain personal, family, and community health

B5: develop and practice injury prevention and management strategies for personal, family, and community health

B6: continue to demonstrate ways to avoid and reduce threatening situations

HEALTH EDUCATION

C: Goal Setting and Decision Making

CONTENT STANDARD

Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale: Decision making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for students to apply health knowledge to healthy lifestyle development. Decision-making and goal-setting skills enable individuals to work collaboratively to improve the quality of life in their families, schools, and communities.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

C1: demonstrate the ability to apply a decision-making process to health issues

C2: explain when to ask for assistance in making health-related decisions and setting health goals

C3: predict outcomes of positive health decisions for themselves

C4: set a personal health goal and track progress toward achievement

C5: analyze how behaviors may have both good and bad consequences

HEALTH EDUCATION

D: Information and Services

CONTENT STANDARD

Students in Wisconsin will demonstrate the ability to access valid health information and services.

Rationale: Accessing valid health information and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify reliable health information and to analyze and select health-promoting products and services. Applying analysis skills provides a foundation for students to become health-literate and responsible, productive citizens.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

D1: identify valid health information, products, and services

D2: demonstrate the ability to locate resources from home, school, and community that provide valid health information

D3: explain how the media influences the selection of health information, products, and services

D4: demonstrate the ability to name school and community health services

BY THE END OF GRADE 8 STUDENTS WILL:

C1: demonstrate the ability to individually and collaboratively apply a decision-making process to health issues

C2: analyze how health-related decisions are influenced by individuals, family, and community values

C3: analyze how decisions regarding health behaviors have consequences for themselves and others

C4: develop and implement a personal health plan addressing personal strengths, needs, and health risks

BY THE END OF GRADE 12 STUDENTS WILL:

C1: demonstrate the ability to use various decision-making strategies related to health needs and risks

C2: apply knowledge of individual, family, and community influences to decision-making processes

C3: predict immediate and long-term impacts of health decisions on the individual, family, and community

C4: develop, implement, and evaluate an effective plan for a healthy and productive life

BY THE END OF GRADE 8 STUDENTS WILL:

D1: analyze the validity of health information, products, and services

D2: demonstrate the ability to access resources from home, school, and community that provide valid health information

D3: analyze how the media influences the selection of health information and products

D4: demonstrate the ability to locate health products and services

D5: compare the costs and validity of health products

D6: describe situations requiring professional health services

D7: identify potential health careers

BY END OF GRADE 12 STUDENTS WILL:

D1: evaluate the validity of health information, products, and services

D2: demonstrate the ability to evaluate resources from home, school, and community that provide valid health information

D3: evaluate factors that influence personal selection of health products and services

D4: demonstrate the ability to access school and community health services for themselves and others

D5: analyze the cost and accessibility of health-care services

D6: analyze situations requiring professional health services

D7: evaluate potential health careers based upon interests and abilities

HEALTH EDUCATION

E: Culture, Media, and Technology

CONTENT STANDARD

Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health.

Rationale: Health is influenced by a variety of factors that coexist within society. These factors include cultural contexts as well as the influence of media and technology. A critical thinker and problem solver interprets, analyzes, and evaluates the influence of these factors on health. The health-literate learner draws upon these factors to strengthen individual, family, and community health.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

E1: describe how culture influences personal health behaviors

E2: explain how the media influences thoughts, feelings, and health behaviors

E3: describe ways technology can influence personal health

E4: explain how information from school and family influences health

HEALTH EDUCATION

F: Communication

CONTENT STANDARD

Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health.

Rationale: Personal, family, and community health are enhanced through effective communication. A health-literate individual uses verbal and nonverbal communication skills to develop and maintain healthy relationships. The ability to organize and convey information, beliefs, and feelings strengthens interactions and resolves conflict. Health-literate learners demonstrate care, consideration, and respect for themselves and others.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

F1: distinguish between and demonstrate verbal and nonverbal communication

F2: describe and demonstrate healthy ways to express needs, wants, and feelings

F3: describe and demonstrate ways to communicate care, consideration, and respect for themselves and others

F4: describe and demonstrate attentive-listening skills to build and maintain healthy relationships

F5: identify possible causes of conflict

F6: identify and demonstrate healthy ways to resolve conflict

BY THE END OF GRADE 8 STUDENTS WILL:

E1: analyze how culture influences health behaviors and services

E2: analyze how messages from the media and other sources influence health behaviors

E3: analyze the influence of technology on personal and family health

E4: analyze how information from peers influences health

BY THE END OF GRADE 12 STUDENTS WILL:

E1: evaluate the influences of culture on health behaviors and services

E2: evaluate the effect of media and other factors on personal, family, and community health

E3: evaluate the impact of technology on personal, family, and community health

E4: analyze how information from the community influences health

BY THE END OF GRADE 8 STUDENTS WILL:

F1: demonstrate effective verbal and nonverbal communication skills to enhance health

F2: demonstrate healthy ways to express needs, wants, and feelings

F3: demonstrate ways to communicate care, consideration, and respect for themselves and others

F4: demonstrate communication skills to build and maintain healthy relationships

F5: analyze possible causes of conflict

F6: demonstrate strategies to resolve conflict in healthy ways

BY THE END OF GRADE 12 STUDENTS WILL:

F1: demonstrate skills to communicate effectively with family, peers, and others

F2: demonstrate healthy ways to express needs, wants, and feelings

F3: demonstrate ways to communicate care, consideration, and respect for themselves and others

F4: demonstrate strategies to solve interpersonal conflicts without harming self or others

F5: analyze possible causes of conflict

F6: demonstrate strategies to prevent and resolve conflict in healthy ways

G: Advocacy

CONTENT STANDARD

Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health.

Rationale: The quality of life is dependent on an environment that protects and promotes the health of individuals, families, schools, and communities. Students who have become health-literate citizens advocate for positive health in their communities.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

G1: describe a variety of methods to convey accurate health information and ideas

G2: convey valid information and express opinions about health issues

G3: identify community organizations that advocate for healthy individuals, families, schools, and communities

G4: demonstrate the ability to influence and support others in making positive health choices

BY THE END OF GRADE 8 STUDENTS WILL:

G1: analyze various methods to accurately express health information and ideas

G2: convey valid information and express opinions about health issues

G3: demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities

G4: demonstrate the ability to influence and support others in making positive health choices

G5: identify barriers to effective promotion of information, ideas, feelings, and opinions about health issues and explore options to overcome them

BY THE END OF GRADE 12 STUDENTS WILL:

G1: evaluate the effectiveness of various methods to accurately express health information and ideas

G2: convey valid information and express opinions about health issues

G3: demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities

G4: demonstrate the ability to influence and support others in making positive health choices

G5: utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues

G6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

NOTES